DOCUMENT RESUME

ED 097 464 CE 002 228

AUTHOR Cosentino, Linda
TITLE Salesmanship; Business Education: 8738.01.
INSTITUTION Dade County Public Schools, Miami, Fla.
PUB DATE 73
NOTE 17p.; An Authorized Course of Instruction for the Quinmester Program

EDRS PRICE MF-$0.75 HC-$1.50 PLUS POSTAGE
DESCRIPTORS Behavioral Objectives; *Business Education; Consumer Education; Course Content; *Curriculum Guides; Merchandising; Retailing; *Salesmanship; Sales Occupations; Sales Workers; Secondary Education
IDENTIFIERS *Quinmester Program; Sales Training

ABSTRACT

This curriculum guide serves pupils who are planning to be salesmen, as well as those who are interested from a consumer's point of view. The document includes a study of the general principles and techniques of selling, consideration of selling as a career, class discussion, oral and written reports, and sales talks. The course includes a list of performance objectives, an outline of the course content, suggested teaching procedures and activities, evaluative instruments, and resources for students and teachers. Appended to the document is a checklist that is designed for class discussion after role playing or a film presentation. (Author/BP)

ED 097464

BEST COPY AVAILABLE

AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

U.S. DEPARTMENT OF HEALTH
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

SALESMANSHIP

Business Education—8738.01 (New: 7613.01)

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

CE 002228

ED 094764

SALESMANSHIP

8738.01 (New: 7613.01)

Business Education

Written by Linda Cosentino
And Approved by the Business Education Steering Committee
For Quinmester Courses

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, FL 33132
1973

DADE COUNTY SCHOOL BOARD

Mr. William Lehman, Chairman
Mr. G. Holmes Braddock, Vice-Chairman
Mrs. Ethel Beckham
Mrs. Crutcher Harrison
Mrs. Anna Brenner Meyers
Dr. Ben Sheppard
Mr. William H. Turner

Dr. E. L. Whigham, Superintendent of Schools
Dade County Public Schools
Miami, Florida 33132

Published by the Dade County School Board

TABLE OF CONTENTS

I. COURSE TITLE 1

II. COURSE NUMBER 1

III. COURSE DESCRIPTION 1
- Synopsis 1
- Textbook 1
- Occupational Relationships 1

IV. COURSE ENROLLMENT GUIDELINES 1
- Prior Experiences Needed 1
- Pretest 1
- Rationale 1

V. COURSE OF STUDY PERFORMANCE OBJECTIVES 1

VI. COURSE CONTENT 3
- Selling in Our Economy 3
- Character and Personality Development 4
- Understanding Prospects and Customers 4
- Product Knowledge 4
- How a Sale is Made 4
- Suggestions Selling 5

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES . . 5
- Writing Assignments for Students 5
- Group Activities 5
- Individual Activities 6
- Class Presentations 7
- Field Trips 7

VIII. EVALUATIVE INSTRUMENTS 7
- Daily Work 7
- Pop Quizzes 7
- Oral Presentations 8
- Short Tests 8
- Written Reports 8
- Pretest and Posttest 8

IX. RESOURCES FOR STUDENTS 8

X. RESOURCES FOR TEACHERS 10

APPENDIX 14
- Checklist 15

I. COURSE TITLE—SALESMANSHIP

II. COURSE NUMBER—8738.01 (New: 7613.01)

III. COURSE DESCRIPTION

A. Synopsis

Serves pupils who are planning to be salesmen, as well as those who are interested in salesmanship from a consumer's point of view; includes a study of the general principles and techniques of selling, consideration of selling as a career, class discussions, oral and written reports, and sales talks.

B. Textbook

One or more of the state adopted textbooks and/or one of the department's choosing.

C. Occupational Relationships

Retail sales clerk	Salesman (door-to-door, insurance, real estate, etc.)
Jobber	
Manager	Agri-businessman
Distributor	
Office worker	

IV. COURSE ENROLLMENT GUIDELINES

A. Prior Experiences Needed

Other business courses such as Small Business Management, Business Grammar in Good Taste, In the Marketplace, The Math of Business, and/or Our Business World would be helpful, but none are required; Merchandising would logically follow this course.

B. Pretest

The teacher should develop a pretest based on the performance objectives of this course in order to determine individual placement within the class. Students who score high on this pretest understand some of the fundamental concepts of salesmanship and should be encouraged to lead small group discussions, give some of the earlier class presentations, or do independent study.

C. Rationale

This course is not a part of the Distributive Education series. Students who definitely are interested in a sales career should enroll in that series if it is offered. Other students who are uncertain of career goals, who want an opportunity to improve their personalities within a different setting, or those who want to learn more about sales techniques as they may relate to a different career may elect this course.

V. COURSE OF STUDY PERFORMANCE OBJECTIVES

Upon completion of the course, the student will be able to—

1. demonstrate an understanding of the meaning of selling by writing a well-developed paragraph on "The Meaning of Selling";

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

2. write or give an oral report that includes at least two historical aspects of selling in America;

3. demonstrate an understanding of the various methods of selling by preparing a written report or making an oral presentation;

4. develop an oral or written report describing five different kinds of sellers in our economy;

5. compare the selling opportunities of the twentieth century with those of the nineteenth century, by listing orally or in writing at least three differences and two similarities;

6. list at least four advantages and at least three disadvantages of a selling career;

7. realize his weaknesses and strengths by completing a self-analysis questionnaire related to personality;

8. identify the personality characteristics of three types of sales persons by matching these types with a list of given characteristics with 90 percent accuracy;

9. recognize the physical characteristics necessary for success as a salesman by selecting proper characteristics from a given list with 90 percent accuracy;

10. write in longhand or on a typewriter a letter of application in correct form (for a sales position) that could be given to a possible employer;

11. demonstrate the qualities of a good salesman in an oral presentation;

12. operate a cash register (if available) and make correct change for a customer using acceptable procedures by demonstrating to a group;

13. select correct buying motives to fit given products;

14. fill out objection sheets for given products;

15. identify in writing or orally at least three methods of finding sales prospects;

16. write a well developed essay of at least 250 words on product knowledge;

17. present a three to five-minute sales talk using at least 50 percent of the principles for building good sales presentations;

V. COURSE OF STUDY PERFORMANCE OBJECTIVES, Continued

18. evaluate fellow students' oral presentations using given evaluation charts;

19. write three paragraphs on methods of dealing with three types of customers from given case problems; and

20. present impromptu demonstrations on selling given products using correct principles and techniques.

VI. COURSE CONTENT

A. Selling in Our Economy
   1. What is selling?
      a. Education of the public
      b. Satisfaction of customer needs and wants
      c. An art, not a science
      d. Key function of business
   2. Background of selling in America
      a. Local peddlers, merchants, middlemen, agent middlemen
      b. Creative selling
      c. Channels of distribution
   3. Types of selling
      a. Personal
         (1) Consumer
            (a) Store
            (b) Door-to-door
            (c) Mail catalog or letter
            (d) Telephone
         (2) Industrial
         (3) Service
      b. Nonpersonal
         (1) Advertising
            (a) Radio
            (b) Television
         (2) Display
         (3) Public relations
   4. Types of sellers
      a. Producers
      b. Middlemen
         (1) Merchant middlemen
            (a) Retailer
            (b) Wholesaler
         (2) Agent middlemen
            (a) Brokers
            (b) Commission merchants or jobbers
            (c) Sales agents
   5. Selling opportunities
      a. Economic trends
      b. Advantages of selling as an occupation
      c. Disadvantages of selling as an occupation
      d. The local situation

VI. COURSE CONTENT, Continued

B. Character and Personality Development
   1. Personal characteristics
      a. Honesty and loyalty
      b. Confidence
      c. Consideration for others
      d. Courtesy—tact
      e. Imagination and showmanship
      f. Ambition and industry
      g. Enthusiasm
      h. Resourcefulness and adaptability
   2. Physical characteristics
      a. Good health and grooming
      b. Posture and physique
      c. Correct dress
      d. Pleasant, well-modulated voice
      e. No annoying mannerisms
   3. English usage
      a. Oral expression
      b. Written expression
   4. Arithmetic competencies
      a. Cash transactions in sales
         (1) Discounts
         (2) Sales taxes
         (3) Change making
         (4) Charge sales
      b. Use of the cash register
   5. Procedures for applying for a job
      a. Résumé
         (1) Letter of application
         (2) Data sheet
      b. Personal interviews

C. Understanding Prospects and Customers
   1. Buying motives
      a. Emotional
      b. Rational
      c. Patronage
      d. Product
   2. Buying decisions
   3. Finding prospects
      a. Methods
      b. Evaluating prospects

D. Product Knowledge
   1. What customers want to know
   2. Sources of product knowledge
   3. How product knowledge is used in selling

E. How a Sale is Made
   1. Five steps to a sale
   2. Types of presentations
      a. Canned
      b. Programmed
      c. Planned

VI. COURSE CONTENT, Continued

3. Conducting the presentation
   a. Principles of building a sales presentation
   b. Handling customers
      (1) Nervous
      (2) Dependent
      (3) Disagreeable
      (4) Talkative
      (5) Common sense
   c. Handling objections
      (1) Types of objections
      (2) General rules for answering objections
      (3) Specific methods for answering objections
      (4) Analysis sheet
   d. Closing the sale
      (1) General principles
      (2) Methods of closing

F. Suggestion Selling
   1. Methods
   2. Rules

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES

A. Writing Assignments for Students

1. Prepare a written list of the advantages and disadvantages of being a salesman.
2. Develop two lists of selling activities. One list could show all the school activities that require selling (plays, football games, concerts, etc.). The other list could include at least 20 occupations (outside school) that require sales persons.
3. Write a product analysis on a product of the student's choice.
4. Prepare an ad or slogan for a selected product.
5. Develop a checklist which lists the characteristics of a salesperson with whom the student would like to deal.
6. Select at least three articles (eraser, pen, pencil, etc.) and prepare a list of customers who would be interested in buying them.

B. Group Activities

1. Conduct a panel discussion related to ethical practices in business; discuss local business practices.
2. After certain sections of the textbook related to the course outline have been presented, assign reading for homework. In addition, instruct each student to prepare three questions from the reading material. The next day, proceed with the following:

a. Divide the class into two teams.
b. Designate a member on Team A to ask a member of Team B a question. If he answers correctly, the team member remains standing.
c. Rotate the teams asking questions. If an incorrect answer is made, the student responding incorrectly sits down at his seat.
d. The team with the most members standing at the end of a designated period of time wins.

3. Conduct a spelling bee from new vocabulary terms presented in class or in reading material.
4. Select students to present a panel discussion on some of the things to be considered when preparing for a personal interview. Include appearance, manner of approach, the interviewer, proper English usage, and complete self-analysis.
5. Another selected panel of students could report on the education needed for various types of selling jobs or positions.
6. Small group discussions on the basic rules for acquiring and maintaining good health would prove invaluable.
7. To emphasize proper business and social etiquette, use role playing to illustrate correct and incorrect procedures in various situations such as social introductions.

C. Individual Activities

1. From ads brought to class about selling positions, assign a job situation to each student that requires him to write a letter of application. Emphasize neatness, originality, conciseness, proper English usage, spelling, etc.
2. Ask each student to bring two different magazines to class and report on the types of ads which appear in each. These ads could be categorized later by cutting them out and pasting them on various posters to show buying motives and sales appeals of each.
3. Have each student record on an audiotape one valuable suggestion for getting along with other people. After all students in the class have recorded their voices, play the tape back. This can be extremely useful for a summary of the unit on sales personality and as an aid in evaluating each student's diction and expression.
4. If sufficient copies of periodicals are available in the school library, allow each student to check out one and read an article on selling. Require a summary of one or more pages.
5. Individual students may record privately on audio or video tape presentations they expect to make to the class. These recordings may be reviewed by the student, a small group, or the teacher, and the criticisms used as a basis for improved performance.

VII. SUGGESTED PROCEDURES, STRATEGIES, AND LEARNING ACTIVITIES, Continued

D. Class Presentations

1. Show a film on courtesy, manners, personality, good grooming, or some other topic related to sales techniques.
2. Videotape a television commercial. Play the tape back for the entire class to evaluate.
3. To stress the importance of listening as well as speaking, select students to read to the class certain paragraphs from a text assignment. Call on other students to report in their own words the central thought of the reading.
4. Arrange for a speaker such as a door-to-door salesman to give a complete sales demonstration before the class.
5. Have each student demonstrate a product to the class. Be sure that the class understands the difference between talking about a product and demonstrating the product.
6. Involve all students in reactions to presentations (see checklist in the Appendix).

E. Field Trips

1. Take the class on a field trip to one or more department stores. Make preparation for the trip by having students prepare a list of questions concerning sales and display plans for the store. Have the class evaluate the trip and discuss highlights the next day.
2. Individuals in the class could visit retail stores and report their experiences to the class.
3. The teacher or class members could make movies of various retail establishments, distributors, and/or wholesalers and present to the class.
4. One or two students could interview a local businessman concerning his opinion on the value of salesmanship; a tape recording of the interview would serve as a simulated field trip for the entire class.

VIII. EVALUATIVE INSTRUMENTS

A. Daily Work

Written work, such as that found in a workbook or at the end of a unit, should be evaluated as quickly as possible so that the student can receive feedback before moving on to another unit. There are various methods of accomplishing this—the teacher could check the assignments, the students could exchange papers, or the teacher could provide individuals with keys when units of work are completed. A similar method of evaluation could also be provided for homework assignments.

B. Pop Quizzes

At the beginning of the class period, three or four questions pertaining to the current homework assignment could be asked.

VIII. EVALUATIVE INSTRUMENTS, Continued

Questions that require one word answers would prove most valuable, especially vocabulary questions. Immediate feedback is provided by exchanging papers and checking.

C. Oral Presentations

Since communication is of paramount importance in selling, special attention should be given to class or group presentations. The teacher should prepare a special checklist in order to evaluate an oral presentation more objectively. In order to encourage more oral presentations, a method of awarding bonus points should be devised. Penalties for poor presentations should be avoided.

D. Short Tests

These tests should be administered at given intervals to evaluate student progress and to point out areas where remedial work for individuals should be provided. They should cover specific units of the course and should be graded by the teacher.

E. Written Reports

Book reports, written reports of business visits or interviews, and other related reports should be evaluated by the teacher. Thoroughness, neatness, appearance, proper form, etc. should all be taken into consideration.

F. Pretest and Posttest

Both tests should cover all of the course of study performance objectives of this course. The pretest should serve as a diagnostic device, and the posttest should serve as a final evaluation of the course. Of course, both should be evaluated thoroughly by the teacher even though the pretest is not used in averaging grades.

IX. RESOURCES FOR STUDENTS

A. Basic Books

Ernest, John W. and DaVall, George M. Salesmanship Fundamentals, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1969. (State Adopted)

Ernest, John W. and Dorr, Eugene L. Basic Salesmanship. New York: Gregg Division of McGraw-Hill Book Co., 1969.

Ernest, John W. and Dorr, Eugene L. Creative Selling. New York: Gregg Division of McGraw-Hill Book Co., 1971.

IX. RESOURCES FOR STUDENTS, Continued

A. Basic Books, Continued

Perry, Enos C. and Haas, Kenneth B. Sales Horizons, 3rd ed. Englewood Cliffs: Prentice-Hall, Inc., 1968. (State Adopted)

Robinson, O. Preston; Blackler, William R.; and Loyan, William B. Store Salesmanship, 6th ed. Englewood Cliffs: Prentice-Hall, Inc., 1966.

Wingate, John A. and Nolan, Carrol A. Fundamentals of Selling, 9th ed. Cincinnati: South-Western Publishing Co., 1969.

B. Supplementary Books and Booklets

Mullikin, Eleanor Wanty. Selling Fashion Apparel. Cincinnati: South-Western Publishing Co., 1971.

Pintel, Gerald and Diamond, Jay. Retailing. Englewood Cliffs: Prentice-Hall, Inc., 1971.

Piper, Edwin B. Merchandising Mathematics. Cincinnati: South-Western Publishing Co., 1967.

Reich, Edward; Levy, Leon; and Feldman, Robert. Basic Retailing and Distribution, 2nd ed. New York: Pitman Publishing Corporation, 1970.

Retail Salesclerk—Yardgoods. Chicago: Educational Opportunities Division of Follett Publishing Company, 1967. (Accent/Job Models, Prepared by Clarion House)

Richert, G. Henry; Meyer, Warren G.; and Haines, Peter G. Retailing, 5th ed. New York: Gregg Division of McGraw-Hill Book Co., 1968.

C. Workbooks

Workbooks are available for most of the basic and supplementary books listed above from the respective publishing companies.

D. Periodicals

Business Today. New York: Gregg Division of McGraw-Hill Book Co. Monthly.

Changing Times. Washington: Kiplinger Washington Editors, Inc. Monthly.

Consumer Report. New York: Consumer Union of the U. S., Inc. Monthly.

IX. RESOURCES FOR STUDENTS, Continued

E. Suggested Readings

Fehlman, Frank E. Anyone Can Sell. New York: Printers' Ink Publishing Co., 1955. (Available in LHEC Library)

Kahn, George N. The 36 Biggest Mistakes Salesmen Make and How to Correct Them. Englewood Cliffs: Prentice-Hall, Inc., 1963. Selling mistakes pinpointed—common blunders that keep thousands of salesmen from reaching peak performances and top incomes.

Patridge, Bellamy. Going, Going, Gone. New York: Dutton, 1958. (Available in LHEC Library) Informal story of auctioneers and auctioneering from colonial times to the world famous galleries of today.

Wardlow, Jack. Top Secrets of Successful Selling: Thoughts Plus Action, 2nd ed. New York: Toplinger Publishing Co., 1967. The motto of the writer and message of the book is "Find a need and fill it."

Weiss, E. B. The Vanishing Salesman. New York: McGraw-Hill Book Co., 1962. (Available in LHEC Library) The theme is that pre-sold corporate and brand names in industry have conspired to bring about significant changes in the traditional functions of many salesmen.

F. Sound Filmstrips and Related Materials

Cabbages to Kings and Various Things, Set 5. Record Set, $59.49; Cassette Set, $69.49. Bowman, P. O. Box 5225, Glendale, CA 91201. Consists of three 7" LP records or three cassettes, 60 consumable student career survey sheets (12 for each career shown on the filmstrips) and an instructor's handbook with resource information. This set discusses the retailing industry as a vital link between the producer and the consumers. It covers the following subjects: Retail Sales Associate, Specialty Retail Salesman, Credit Counselor, Retail Department Head, and Retail Food Clerk.

X. RESOURCES FOR TEACHERS

A. Books

Teachers' editions, manuals, and/or keys are available free for most of the basic and supplementary books listed in the previous section, Resources for Students, from the respective publishing companies.

Bellows, Roger M. Psychology of Personnel in Business and Industry, 5th ed. Englewood Cliffs: Prentice-Hall, Inc., 1965.

X. RESOURCES FOR TEACHERS, Continued

A. Books, Continued

Brown, Leland. Communicating Facts and Ideas in Business. Englewood Cliffs: Prentice-Hall, Inc., 1970. (pp. 1-44, 400-443)

Business Education Yearbook, annual. National Business Education Association, 1201 Sixteenth Street, N.W., Washington, DC 20036.

Crabbe, Ernest H.; DeBrum, S. Joseph; and Haines, Peter G. Methods of Teaching General Business. Cincinnati: South-Western Publishing Co., 1968.

Glos, R. E. and Baker, Harold A. Introduction to Business, 6th ed. Cincinnati: South-Western Publishing Co., 1967.

Hastings, Paul G. Introduction to Business. New York: Gregg Division of McGraw-Hill Book Co., 1961.

Mauser, Ferdinand and Schwartz, David J. American Business, an Introduction, 2nd ed. Chicago: Harcourt, Brace, & World, Inc., 1970.

Musselman, Vernon A. and Hughes, Eugene H. Introduction to Modern Business, 5th ed. Englewood Cliffs: Prentice-Hall, Inc., 1969.

Teaching Business Education in the Secondary Schools, Bulletin 11. Tallahassee: Florida State Department of Education, 1959.

Terry, George R. Office Management and Control, 4th ed. Homewood, IL: Richard D. Irwin, Inc., 1965.

Tonne, Herbert A. Principles of Business Education, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1970.

Tonne, Herbert A.; Popham, Estelle L.; and Freeman, M. Herbert. Methods of Teaching Business Subjects, 3rd ed. New York: Gregg Division of McGraw-Hill Book Co., 1965.

B. Films from Audio-Visual Services, Dade County Public Schools

Approach (Salesmanship). 16mm. 10 min. BW, McGraw-Hill.

Autopsy of a Lost Sale. 16mm. 12 min. BW, Dartnell.

Closing the Sale. 16mm. 30 min. Jam Handy.

How to Prevent Objections in Selling. 16mm. 28 min. BW, Dartnell.

X. RESOURCES FOR TEACHERS, Continued

B. Films, Continued

How to Sell Creatively Without "Pushiness." 16mm. 28 min. BW, ICR.

How to Sell Quality. 16 mm. 30 min. Dartnell.

Presenting Your Sales Case Convincingly. 16mm. 28 min. BW, Dartnell.

Personal Qualities for Job Success. 16mm. 11 min. BW, Coronet.

C. Films from Other Available Sources

Career Calling. 16mm. 30 min. Color, Jam Handy Organization, 2821 Grand Blvd., Detroit, MI 48211, free loan.

Closing the Sale. 16mm. 30 min. BW, Dartnell Corporation, Havenswood and Leland Avenue, Chicago, IL 60640.

Developing Your Sales Personality. 16mm. 28 min. BW, Dartnell Corp., 4660 Havenswood Avenue, Chicago, IL 60640.

Effective Listening. 16mm. 32 min. Business Education Films, 5113 16th Avenue, Brooklyn, NY 11204, $2.50 rental.

Hidden Side of Selling. 16mm. 34 min. BW, Round Table Productions, 275 South Beverly Drive, Beverly Hills, CA 90210.

It's All Yours. 16mm. 35 min. Business Educational Films, 5113 16th Avenue, Brooklyn, NY 11204, rental $6.00.

New Voice of Mr. X. 16mm. 27 min. Color, American Telephone and Telegraph Co., 195 Broadway, NY 11205, free loan.

Opportunities in Sales and Merchandising. 16mm. 11 min. Color, Sterling Education Films, 241 East 34th Street, New York, NY 10016, $135.00.

Sell As Customers Like It. 16mm. 40 min. BW, Johnson and Johnson, Education Department, New Brunswick, NJ 08904, free loan.

Telephone Courtesy. 16mm. 27 min. Color, American Telephone and Telegraph Company, 195 Broadway, New York, NY 10007, free loan.

D. Periodicals

Balance Sheet, The. Cincinnati: South-Western Publishing Company. Monthly, October through May.

X. RESOURCES FOR TEACHERS, Continued

D. Periodicals, Continued

Business Education Forum. Washington, DC: National Business Education Association. Monthly, October through May.

Business Education World. New York: Gregg Division of McGraw-Hill Book Company. Five issues each school year.

Journal of Business Education. East Stroudsberg: Robert C. Trethaway. Monthly, October through May.

E. Other Resources

1. Various city newspapers
2. Better Business Bureau
3. Chamber of Commerce
4. National Sales and Marketing Association
5. Small Business Administration
6. Local businesses (usually will supply forms, facilities for field trips, etc.)

APPENDIX

CHECKLIST

Applicable parts of this checklist may be used by the teacher to lead class discussion following role playing or a film presentation.

I. APPROACH

A. What type of SERVICE did the salesperson offer?
B. What type of GREETING did he extend?
C. Was the approach PERSONAL?
D. Was ACKNOWLEDGEMENT NEEDED?
E. Was ACKNOWLEDGEMENT NOT NEEDED?

II. What type of reaction followed the statement, "I am just looking"?

A. SILENCE
B. FOLLOWED CLOSELY
C. SUGGESTED PRICE
D. SUGGESTED QUALITY
E. "PLEASED TO HAVE YOU LOOK AROUND"

III. Reaction to OBJECTIONS

A. Question (WHY?)
B. "Yes, but" Technique
C. Ignored and passed up customer

Salesperson did which of the following:

A. Brought out new merchandise
B. Lost heart and dropped sale

IV. SUGGESTIONS

A. Were suggestions made?
B. Did the salesperson show the suggested merchandise?

V. CLOSING THE SALE

A. Was an agreement sentence used?
B. The salesperson closed the sale by:
   1. choice of color
   2. number
   3. delivery
   4. payment
   5. wrapping
   6. assurance
   7. thank you and come again
C. Did the customer have to close the sale?